

DEPARTMENT OF PRACTICAL ART.

LETTER



DATED MARCH 10, 1852,

ADDRESSED TO THE

RIGHT HON. J. W. HENLEY, M.P.,  
PRESIDENT OF THE BOARD OF TRADE, &c., &c., &c.

BY THE

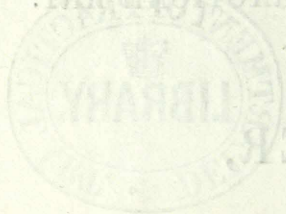
SUPERINTENDENTS OF THE DEPARTMENT  
OF PRACTICAL ART.

*Accompanying the Estimates of the Year 1852-3, and laid  
before Parliament.*



PRINTED AT THE FOREIGN OFFICE. APRIL 5, 1852.

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SUPERINTENDENTS OF THE DEPARTMENT  
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PRINTED AT THE FOREIGN OFFICE. APRIL 5, 1882.

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At the Council Chamber, Whitehall, the 31st of  
March, 1852.

By the Right Honourable the Lords of the Committee of Council appointed for the consideration of all matters relating to Trade and Foreign Plantations.

Present:

The Right Honourable J. W. Henley, M. P.

The Right Honourable Lord Colchester.

Read letter from the Superintendents of the Department of Practical Art.

My Lords are pleased to express a general agreement in the views developed in this letter, and consider that it will be desirable that the same should be communicated to the Managing Committees of the Local Branch Schools, for their information.

(Signed)

J. W. HENLEY.

COLCHESTER.



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*Letter to the Right Hon. J. W. Henley, M.P., President of the Committee of Council for Trade, &c.*

*Board of Trade, Whitehall,  
March 10, 1852.*

Sir,

1. In entering upon the duties of this new Department, we venture to submit that a leading principle of its future management should be the endeavour to make the Department as far as practicable self-supporting in all its branches. We apprehend it will be found that, on the one hand, as the Department responds to the wants of the public, so, on the other, the public, as individuals, will be ready to pay to a considerable extent for the educational advantages which it offers. We think it is apparent that in the most successful educational institutions in this country, the public use them and pay for the use of them according to their sense of their value, and thus render extraneous aid in great measure unnecessary.

2. The minute of the Board of Trade of 16th February points to three principal objects as constituting the business of the new Department :

- I. The promotion of elementary instruction in Drawing and Modelling.
- II. Special instruction in the knowledge and practice of Ornamental Art.
- III. The practical application of such knowledge to the Improvement of Manufactures.

*I. Elementary Instruction in Drawing and Modelling.*

3. Past experience has proved that without sound elementary instruction in drawing, which is the edu-

cation of the eye and hand, all satisfactory progress in ornamental art is difficult, if not impracticable; and in all schools connected with this Department it has been found necessary to establish a large class for elementary instruction.

4. But a certain amount of such elementary training may usefully be given without necessarily creating a separate institution for the purpose. Drawing is in fact an indispensable branch of good general education—another language for the accurate expression of ideas and may be beneficially connected with it. Hence it should be the aim to give systematic and practical effect to the views which have been frequently expressed by the Board of Trade upon the desirableness of extending elementary instruction in the knowledge of form, to mechanics' institutes, to schools in connexion with the Committee of the Privy Council for Education, and other educational institutions for various classes of the community.

5. It is not to be expected that by thus encouraging a general power of drawing or otherwise representing form, every one is to be made a professional artist or ornamental designer, any more than that teaching reading and writing is to make every one an author, or instruction in arithmetic every one an astronomer; but it may safely be said that every artisan will be a better master of his craft, and every purchaser will be not only a better judge of the beauty and excellence of the articles he uses, but be better able to enjoy them, by possessing the power of seeing and representing form correctly, than would be the case without it.

6. We think that the qualification for admission to the present Schools of Ornamental Art should be the possession at least of some power of drawing correctly; and that the pupils should be subjected to examination before admission. The successful establishment of elementary schools is the only sure



basis in founding future schools of design, or higher schools of ornamental art.

7. We believe that the extension of elementary schools for instruction in drawing may become a very important branch of this new Department; they will promote the practical improvement of ornamental art applied to manufactures and in the most important degree tend to enable the general public to appreciate such improvements when attained. For it must be obvious that unless the public, as consumers, are sufficiently educated to appreciate improved art in manufactures, it will not be the interest of manufacturers to aim at its production; and that the labours of this Department must be in some measure fruitless.

8. In promoting the extension of elementary instruction in drawing, we apprehend that the expenses to be incurred for each school or mechanics' institute will not be heavy; probably an average expense of 20*l.* for examples, models, &c., per institution would be sufficient, at least in the beginning. The aid to be given will be less by any direct pecuniary assistance than by the recommendation of qualified masters, the encouragement of normal classes of teachers, by admitting them to study in existing schools of design free of cost; the temporary loan of examples and models, and communication with the managing authorities, in order to invite their attention to the general advantages resulting from the acquirement of a power of drawing.

## II. *Higher instruction in Ornamental Art.*

9. Instruction in ornamental art for the improvement of manufactures may be considered to be the especial business of the metropolitan and local branches of the School of Design, as at present organized. The accompanying Table shows the financial position, the number of students, and



general state of the schools in June 1851. The attendance of the students affords the best evidence of the use which the public make of the schools, and of the estimation in which they are held in their respective localities. The results of the attendance, as indicated by the amount of the fees received, are very different in different places; thus, each student at York contributes annually an average of 1*l.* 4*s.*, whilst the Government contributes 2*l.* 5*s.* 5*d.*; at Newcastle-upon-Tyne the student contributes 1*l.* 3*s.*, and the Government 1*l.* 13*s.* 8*d.* In both places the Government grant is only 150*l.* per annum. At Paisley, where the Government grant is 400*l.* per annum, the average annual payment of each of the sixty-four students is 19*s.* 11*d.*, whilst the Government contributes 6*l.* 5*s.*, and each student costs the school upwards of 8*l.* 3*s.* 11*d.* The average period of attendance would be shown by the average rate of contribution, if there were no disturbing elements. At Birmingham the students, costing 2*l.* 6*s.* 11*d.* each, appear to contribute only 4*s.* 9*d.* each, because a considerable number attended by virtue of a *free* presentation; at Coventry the students cost 2*l.* 2*s.* 7*d.*, and appear to have contributed only 2*s.* 4*d.* each, because numbers attend from the *free* schools without paying individually; at Spitalfields the student costs nearly 2*l.* 16*s.* 6*d.*, and contributes nearly 8*s.* 2*d.*

It must be remarked that in 14 out of 17 provincial schools, the local subscriptions do not equal the amount of the Government grant, although it was upon this condition that the local schools have been founded. In nine schools even the local contributions and the fees together do not equal the Government grant. Taking all the provincial schools, the Government contributes 6,850*l.*, exclusive of cost of lectures, examples, and management; whilst the localities subscribe only 3,447*l.*, and even including



the fees, contribute only 5,431*l.* At Newcastle, Norwich and York, where the pecuniary aid from the Government is on the lowest scale, the contributions from these localities are proportionably the highest. The total cost of the art-education per student varies from 2*l.* 2*s.* 7*d.* a-year in Coventry, to 10*l.* 11*s.* 2*d.* in Leeds. The average cost in the provincial schools is 4*l.* 6*s.* 5*d.*, and in the metropolitan school 8*l.* 12*s.*; a cost considerably higher than such student pays in most private establishments for instruction in several kinds of drawing.

These results, now for the first time, we believe, brought together, present features so various, that a close examination into the state of each school at a future time appears to be necessary, not only to reconcile them with any system of management, but to deduce those facts which may be useful in enabling other localities to establish schools upon a satisfactory basis.

10. The present facts seem to lead, however, to the general inference that the success of a school is more dependent upon the ability of the management, than on the amount of the Government grant, or the total cost of the school to the locality. The schools in the country, like other provincial institutions, could probably be conducted much better by local authorities than by any central system; and the management of them for the future should be placed as much as possible under the control of the localities themselves, which would soon find it their interest voluntarily to seek connexion with the central authority, for the appointment of masters, selection of examples, advice in management, lectures, and for the higher instruction which the peculiar circumstances of the Metropolis enable it to supply.

11. While, however, the present system exists, of chiefly supporting the local branch schools by grants from the general taxation, it is obviously

necessary that they should be required to give proofs of their proper application of such grants. The best evidence of this would be furnished by the number of students, the character of their productions, and generally in the training evidenced by the pupils. The managers of the local schools should be invited to exert themselves in extending the influence of the school, especially by connecting elementary schools with it, and so long as they participated in the Government grant, it would be necessary that they should send up annually to London not only a certain number of works executed by the students in the school, but one or more of their most advanced students, to prosecute their studies further in the Department of Practical Art, and thus give them the advantages of studying the collections of manufactures in London, attending lectures, &c. In addition to this, it would be desirable to offer to the committees of the local schools the privilege of naming a limited number of exhibitors from each school, who should attend the lectures and demonstrations at the Department of Practical Art, without any payment at all, or at very reduced fees. The enjoyment of this privilege might be offered as a prize among the students.

12. It is not proposed to reduce the Parliamentary grants to any of the local schools in the next year; but, on the contrary, to include in the estimate, grants to four additional branch schools already sanctioned, so that the whole estimate in respect of the local schools will be increased.

13. But we submit for your consideration, that the number of Schools of Design or branch schools for ornamental art, supported by the system upon which the Government grants have hitherto been made, has reached its extreme limits. When additional schools for instruction in ornamental art are required, we think they should be the result of local



efforts, and of a local sense of their value, and depend much less than heretofore on the general taxation for pecuniary assistance. We think it desirable that before any attempt is made to found a higher Ornamental School in any locality, it should first prove that it has been able to establish successfully an elementary school. This Department, when requested, should readily undertake to recommend masters and lecturers; to lend examples of ornamental art and manufactures; and it should encourage all local institutions to participate in every advantage which the Department may possess, and promote in every way a mutual friendly feeling and confidence.

14. In order to assist both the establishment of additional schools on a principle of self-reliance, and to increase the interest of the localities in the existing schools, we think it right to notice a suggestion frequently made—that the Legislature should give a power of levying a moderate local rate for the support of Schools of Ornamental Art until they became self-supporting. We are of opinion that a dependence on local, rather than general taxation, is calculated to awaken the greatest amount of local interest and attention to the subject; and we think that a higher and more practical development would be given to such schools, by enabling them to connect themselves with the Museums of Art, which by the existing law may be supported by local rates.

15. We are the more induced to call attention to this point, because evidence was given before the last Select Committee of the House of Commons on Schools of Design, by Sir Stafford Northcote, Mr. Solly, Chairman of the Sheffield School, and others, to the effect that not only a power to levy rates was expedient, but that some town councils already desired to possess it.

16. At different times it has been objected that



students of a higher class in society than artisans and designers have attended these schools, and that the attention of masters is given to private classes; but this objection appears to be dying away. Private classes, or classes consisting of students probably not artisans or designers, are noticed by Mr. Poynter, the late Inspector of the Schools of Design, in his last reports, as existing at Leeds;—at Manchester, where the admission of artists is stated to be “calculated to extend the influence of the school, and to identifying it with the arts in general in the public estimation;”—at Newcastle;—at Norwich, “the Grammar-school Class;”—at Nottingham;—at Sheffield, “private classes beneficial to the school by increasing the number of its supporters;”—at Glasgow, “a life class principally attended by artists,” which “tends to raise the importance of the schools;”—at Dublin, “where there is a considerable attendance of female students qualifying themselves as governesses with the purpose of going to America;”—at Belfast;—and at Cork, where there is a small private male class, three students being from Queen’s College. These facts prove a desire on the part of the community generally to participate in the advantages of the schools, and we think this desire ought to be encouraged, although their scope may thereby become extended beyond the original intention. It must be most difficult in practice to draw a line as to the station of the students, and to exclude any who desire to attend; and we submit that it would be better to consider all classes as integral parts of the school, and under the direction of the local committees, rather than some of them as the mere private arrangements of the masters. Different scales of fees might be fixed, and the public left free to make its own choice of the hours of attendance. The fees should be carried to the general account of the school, and the master be permitted to share pro-

portionably in them. For it must not be forgotten that the schools are supported by the general taxation; and on public grounds it is desirable that every one, whether a manufacturer, tradesman, or artisan, should be made acquainted with the principles of Ornamental Art. This knowledge it is the declared purpose of the schools to give; and so long as the teaching of Ornamental Art applied to manufactures and decoration is steadily borne in mind and thoroughly carried into practice, no other distinction as to classes to be taught appears to be necessary, than to give every possible encouragement to the workman to perfect himself in the art applicable to his labours, and place the cost of the instruction within his means.

### III. *Practical Improvement of Manufactures.*

17. It is to the development of the third or highest division of the new Department that the most careful attention will have to be turned. This consists of the practical application of the artistic powers which the pupil already has acquired to the exigencies of manufacture; to use the words of a Report of the School of Design in 1842, often repeated afterwards, in "the study of the various processes of manufacture and the practice of design for individual branches of industry," and in "the *practice* of the various branches of Decorative Art." We submit that the first step to be taken to accomplish this, is to place before the student fine examples of what has already been accomplished in the specialty in which he seeks to be proficient. An educated designer for ceramic manufacture should at least have an adequate knowledge of what Japan, Meissen, Sèvres, and even Chelsea, have already done, and he should aim to acquire a power of execution as high as that which his predecessors have possessed. He should be in-



structed also in the principles which guided them to excellence, and taught to avoid the faults which marred the perfection of their labours. In like manner the properly-educated designer for printed and woven fabrics, ought to be practically familiar with the early chintzes of India, as well as with the best specimens of work now produced at Paris, Mulhausen, Crayford, or Accrington.

18. Classes of students should be formed for the actual practice and study of the specialties of manufacture, and for acquiring a knowledge of the general principles by which the ornamental design for such manufactures must be regulated. Every student under a certain age should be required, before he enters any one of these classes, to produce specimens of his proficiency in ornamental drawing and colouring, or in modelling, when the manufacture calls for that specialty. But this rule might be modified in the case of designers beyond a certain age, who cannot be expected to pass through the same course of elementary study as youths—but who would still derive great benefit from the study of fine examples, and from hearing expositions of those principles which have contributed to their excellence.

19. In organizing these classes, deference should be paid to the practical experience of manufacturers, and pains taken to induce them to contribute their indispensable practical knowledge to aid the development of this branch of the institution. A hearty endeavour to seek the co-operation of manufacturers would be as successful in the formation and working of these classes, as it was in the arrangement of the late Exhibition. Some difficulties must be expected, at least at the outset, in finding competent artists who will be willing, at the present time, to acquire such practical and special knowledge as was possessed by Albert Durer and Cellini in metal-work, by Raphael in

tapestries and decoration, and by Holbein in jeweller's work, &c. But as the most eminent artists of the world, at one period, are known to have possessed extensive knowledge of the specialties involved in producing ornamental art, it may be expected that others will acquire this power, if it be found that the age really requires them to do so.

20. It appears to us indispensable that practical demonstrations with lectures should be given in these classes; and by adopting the system of insuring to the professors a moderate payment, coupled with a participation in the fees paid by the students, a system which has proved so successful in the Scotch Universities, in the Queen's Colleges in Ireland, and very recently in the Museum of Practical Geology, not only an adequate remuneration will be provided for the professors, but the classes will become in some measure self-supporting. If this system should be found to succeed, it may be extended to the other divisions of the Department, and thus give the masters a share in the increased prosperity of the schools.

21. The students should be examined, and receive certificates of competency after they had passed through these classes, and afforded proofs of their ability.

22. As soon as proper accommodation can be found, a beginning should be made in the Metropolis; but there will be no reason why the system should be limited to the Metropolis, but, on the contrary, it may be extended to the larger branch schools, particularly in reference to the special manufactures of their localities. In the first instance, however, during the experiment in London, the provincial schools should be encouraged to avail themselves of it, by sending some of their best students to study in London, and thus gain



experience which may be useful in their own localities.

23. The purchases of Indian and other ornamental works from the late Exhibition will be of the greatest value in developing the higher kind of instruction thus indicated, both in London and the country. After these examples shall have been exhibited in London, and their excellence and usefulness pointed out, it may be desirable that they should be sent round to the principal country schools, and similar measures taken to demonstrate their educational value, if such a course should be found to be practicable.

24. In this, as in the elementary division of the Department, it may be expected that the general public will derive considerable benefit. Whilst the student is acquiring skill by practice, both the producer and the consumer will have increased means of judging of the success of the student's efforts; and after a time it may be expected that all classes will become as willing to receive instruction in Art, as they are in History, Chemistry, or Geology.

25. We do not hesitate to say that the successful development of the new Department must necessarily be slow, and that it will be some time before its full action can be fairly judged. We cannot hope to escape from mistakes; but we trust that vigilance, firmness, prudence, and conciliation, will reduce the number of them, and insure a fair trial in this new attempt to afford Practical-Art Instruction.

We have, &c.

(Signed)

HENRY COLE.

RICHARD REDGRAVE.



TABLE showing the state of the Government Schools of Design, for the year ending June 30, 1851, so far as the information could be collected from Documents in the possession of the Department; the facts, therefore, can be regarded as only approximating to completeness.

Name of the School.	Population in 1851.	Special Manufactures of the Locality.	Receipts in aid, exclusive of Examples of Arts, Books, Lectures, &c.				No. of Students.			Rates of Fees paid by Students.	Cost per Student exclusive of supplies of Examples of Art, Books, Lectures, &c.						Instruction. (Compiled from Mr. Poynter's Reports of 1851.)							When established.	Liabilities. (Note.—These have been reduced in some Schools since 1851.)
			Amount of Government Grant.	Amount of Fees paid by Students	Amount of other cash Receipts.	Total cash Receipts of the School.	Average Number of Students attending during the year.		Total Average Number of Students.		Average Amount of Fees paid per Student.	Average Share of each Student in Government Grant.	Average Share in other Receipts.	Average Total cost per Student.	Proportion which the Government Grant bears to the Fees.	Proportion which the Total Receipts bear to the Fees.	Periods of the day when Instruction was given. (Saturday in each week being vacation.)		No. of hours of instruction in each week.		Total No. of hours of instruction per week in each school.	No. of masters in each school.			
							M.	F.									Male.	Female.	M.	F.					
BIRMINGHAM .. ..	232,841	Hardware, Glass ..	£ 600	£ s. d. 106 2 5	£ s. d. 331 13 9	£ s. d. 1,037 16 2	294	148	442	.. ..	£ s. d. 0 4 9½	£ s. d. 1 7 1¾	£ s. d. 0 15 0	£ s. d. 2 6 11½	Nearly 6 to 1	Nearly 10 to 1	2 to 4 M. W. F. 7½ to 9½ P.M., daily	2 to 5 Tu. 2 to 6 Fri.	16	7	21	3	1843	£ s. d. 39 15 2	
COVENTRY .. ..	37,711	Ribbons .. ..	200	19 0 6	117 13 7	336 14 1	142	16	158	1s. to 5s. per quarter	0 2 4¾	1 5 3¾	0 14 10¾	2 2 7½	10 to 1	18 to 1	1 to 4 daily 7 to 10 P.M., daily	1 to 4 daily	30	15	30	1	1843		
GLASGOW .. ..	148,116	Woven fabrics ..	700	318 4 0	258 3 9	1,276 7 9	268	51	319	2s. monthly .. ..	0 19 11½	2 3 10½	0 16 2¼	4 0 0¼	2 to 1	4 to 1	7 to 9 A.M., daily 8 to 10 P.M., "	10 to 12 A.M., daily	20	10	30	3	1845	4,224 5 9	
LEEDS .. ..	172,270	Woollen .. ..	200	59 8 0	268 11 0	527 19 0	30	20	50	2s. a-month to 14s. a quarter	1 3 9	4 0 0	5 7 5	10 11 2	3 to 1	9 to 1	9 to 11 A.M., " 7½ to 9½ P.M., "	2 to 4 M. W. F.	20	6	26	1	1846	161 18 7	
MANCHESTER .. ..	303,382	Cotton and other Woven fabrics	600	295 15 6	328 0 6	1,223 16 0	231	56	287	2s. to 3s. monthly ..	1 0 7¼	2 1 9¾	1 2 10½	4 5 3¼	2 to 1	4 to 1	8½ to 10½ A.M., " 7 to 9 P.M., "	10½ to 12½ M. W. F.	20	6	26	3	1842	400 0 0	
NEWCASTLE .. ..	87,784	Glass .. ..	150	104 8 5	96 2 0	350 10 5	89	..	89	2s. to 6s. monthly ..	1 3 5½	1 13 8¼	1 1 7	3 18 9	3 to 2	7 to 2	11 to 4 daily 7 to 9 P.M., daily	.. ..	35	..	35	1	1843	291 3 9	
NORWICH .. ..	68,195	Shawls and Woven fabrics	150	73 0 0	155 1 6	378 1 6	63	7	70	2s. and 3s. monthly ..	1 0 10¼	2 2 10¼	2 4 3¼	5 8 0	2 to 1	5 to 1	9½ to 12½ daily 7½ to 9½ "	10 to 12 daily 7 to 9 "	25	20	25	1	1846		
NOTTINGHAM .. ..	57,407	Lace .. ..	450	95 6 6	127 17 0	673 3 6	80	34	114	2s. to 4s. monthly ..	0 16 8¾	3 18 11¼	1 2 5	5 18 1	*9 to 2	7 to 1	9 to 11 A.M., daily 6½ to 9 daily	7 to 9 A.M., daily	22½	10	32½	2	1843		
PAISLEY .. ..	60,301	Shawls and Woven fabrics	400	63 17 0	60 15 5	524 12 5	55	9	64	2s. per month .. ..	0 19 11¾	6 5 0	0 18 11¾	8 3 11½	6 to 1	8 to 1	10 to 12 daily 8 to 10 P.M., daily	10 to 12 daily	20	10	20	1	1849		
POTTERIES:—																									
STOKE .. ..	84,027	Ceramic .. ..	600	90 9 4	208 9 6	898 18 10	129	25	154	1s. to 2s. per month .	0 11 8¾	3 17 11	1 7 0¾	5 16 8¾	6 to 1	10 to 1	2 to 4 M. W. F. 6 to 8½ daily 6½ to 9 P.M., daily 3 to 5 Tu., Th.	6 to 8½ "	18½	12½	18½	3	1847	3 12 9	
HANLEY .. ..																							1847	171 8 9	
SHEFFIELD .. ..	135,310	Hardware, Cutlery, &c.	600	181 18 6	212 6 4	994 4 10	146	48	194	5d. a-quarter .. ..	0 18 9	3 1 10¼	1 1 10¾	5 2 6	3 to 1	11 to 2	6 to 9 A.M., daily 2 to 4 Sat.	1 to 3 W. 11 to 1 Sat.	17	4	21	3	1843	139 11 5	
SPITALFIELDS .. ..	199,379	Shoreditch and Bethnal Green	450	85 4 6	54 9 0	589 13 6	177	32	209	3d. and 6d. a-week .	0 8 1¾	2 3 0½	0 5 2½	2 16 5	5 to 1	13 to 2	10 to 1 Tu., Th., F. 7 to 9½ P.M., daily	10 to 1 M. W. 2 to 5 F.	21½	9	30½	2	1841	100 0 0	
YORK .. ..																							1842		
BELFAST .. ..	99,660	Flax .. ..	600	162 14 10	441 19 4	1,204 14 2	109	15	124	9d. per month to 7s. 6d. per quarter	1 6 2¾	4 16 9¼	3 11 3½	9 14 3½	4 to 1	15 to 2	8 to 1 Tu., Th. 7 to 9¾ P.M., daily	8 to 1 Tu., Th. 7 to 9¾ daily	23¾	23¾	23¾	2	1849		
CORK .. ..	51,152	.. ..	500	144 3 0	118 10 0	757 13 0	104	42	146	5s. and 10s. a-quarter	0 19 8¾	3 8 5¾	0 15 6¾	5 3 9¼	10 to 3	5 to 1	10 to 1 daily 6½ to 9½ P.M., daily	10 to 1 " 6½ to 9½ "	30	30	30	2	1849		
DUBLIN .. ..	254,850	Poplins .. ..	500	114 12 6	556 10 9	1,171 3 3	187	169	356	1s. to 2s. per month .	0 6 5¼	1 8 1	1 11 3	3 5 9¼	5 to 1	10 to 1	9 to 12 daily 7 to 9½ P.M., daily	9 to 12 "	27½	15	27½	3	1849	30 0 0	
		Total ..	6,850	1,994 6 0	3,447 3 5	12,291 9 5	..	..	2,842	.. ..	0 14 0½	2 8 2¼	1 4 3	4 6 5¾	4 to 1	7 to 1	.. ..	.. ..	..	..	..	32	..	5,561 16 2	
Central School London:—	..	Metals, Pottery, Glass, Furniture, Paper-Hangings, Architectural Decorations																							
Male .. ..	..	.. ..	2,505	442 8 0	..	3,917 8 0	392	62	454	2s. monthly ..	0 19 5¾	7 13 1	..	8 12 6¾	15 to 2	9 to 1	10 to 3 daily 6½ to 9 P.M., daily	2 to 5 daily, from March to August 12 to 3 daily, from October to April	37½	15	52½	8 male school 2 female	..	..	
Female .. ..	..	.. ..	468																						
Head and Female ..	..	.. ..	502																						
General Expenses:—			3,475																						
Examples of Art, Books, School Furniture, Inspection, Lectures, &c., and provision for Grants to new Schools .. ..	..	.. ..	4,730																						
Total Grant .. ..	..	.. ..	15,055																						

REMARKS:

BIRMINGHAM. The rent of the premises is not charged; estimated to be worth 200*l.* a-year. A large number of students attended by *free* presentations; excluding these, the average payment per student is estimated at 10*s.* 6*d.* a-year, exclusive of the payments of 1*l.* per annum from students of King Edward's School.

COVENTRY. Between fifty and sixty students belong to the Bablake and other free Schools. They do not pay the fees, but the free Schools present an annual gift to the funds; adding this gift to the fees the average contribution would be about 4*s.* 6*d.* per student.

GLASGOW. There are free admissions, but "no particular rule is observed." The amount of the grant is increased by a compensation of 100*l.* to Mr. Wilson for exchange of offices.

LEEDS. Subscribers of 1*l.* 1*s.* and upwards nominate students at half-fees.

MANCHESTER. Private classes at 2*s.* 2*s.* per quarter, of which the master takes half.

NEWCASTLE. Half the fees of the morning school are allowed to the master.

SHEFFIELD. Seven free students. The master receives half the fees from special day classes at 1*l.* 1*s.* per half-year.

SPITALFIELDS. Free admissions are about 13 per cent. of the total number, and are given to meritorious students, teachers and children of weavers in indigence.

BELFAST. Private classes at 21*s.* per quarter, of which the master receives half. The numbers paying are not reckoned in the number of students. The balance is accounted for among the "other receipts."

CORK. Town Council nominate twenty-three students, and others free.

DUBLIN. Subscribers of 1*l.* nominate one student free.

W. R. DEVERELL, Secretary.